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Synergy Between Parents and Teachers in Optimising the 8 Multiple Intelligences of Early Childhood: A Collaborative Study in Kindergarten

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Abstract
This research aims to analyse the role of parents and teachers in developing multiple intelligences in early childhood, focusing on the importance of collaboration between both parties. The methodology used in this research is a qualitative approach through literature study, observation, and interviews. The results show that the synergy between parents and teachers is highly influential in creating a learning environment that supports the development of various types of children's intelligence. This research affirms that parents should not generalise the abilities and intelligence of each child, but rather understand and appreciate individual differences. Moreover, the active role of parents as motivators and facilitators at home, as well as the role of teachers in designing innovative teaching methods, has proven effective in enhancing children's multiple intelligences. These findings provide important insights for the development of early childhood education that is more inclusive and responsive to students' individual needs.

Keywords: *early childhood; multiple intelligences; parents and teachers.*

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Introduction

Multiple Intelligences is an essential early childhood development concept requiring special attention. The theory developed by Howard Gardner affirms that every child possesses various types of intelligence that can be developed, such as linguistic, logical-mathematical, and kinesthetic intelligence (Syarifah, 2019). The development of multiple intelligences at ages 4-6 becomes crucial as it represents a critical period in shaping children's character and potential. Research by (Yuniatari & Na'imah, 2021), shows that early identification and development of intelligence can help children discover their talents and interests, contributing to their future success.

In optimising children's multiple intelligences, the collaborative role between teachers and parents becomes vital. Parents, as primary educators, serve as motivators and facilitators at home, whilst teachers act as professional educators who design and implement learning at school ('Ainiyah & Masithoh, 2023). The synergy between these two parties creates a conducive and enjoyable learning environment for children, thereby increasing learning effectiveness.

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(Faruq & Subhi, 2022), emphasise that multiple intelligence-based learning involving teacher-parent collaboration can optimise children's holistic development.

However, in practice, there are several gaps that need to be addressed. Firstly, many parents still have limited understanding of the multiple intelligences concept and its development strategies at home (Mulati, 2023). Secondly, differences in parents' educational background and experience affect their ability to support children's learning processes (Susilowati et al., 2021). Thirdly, some teachers remain fixated on conventional teaching methods that pay little attention to children's individual uniqueness and potential (Hasanuddin & Siregar, 2022).

This situation has become more complex with changes in the education system, particularly post-pandemic, where many children experience difficulties in the learning process (Wijayanti & Fauziah, 2020). Therefore, an in-depth study is needed on how to build effective synergy between parents and teachers in optimising multiple intelligences of children aged 4-6 years. This article aims to analyse the role of each party and identify effective collaboration strategies in developing children's multiple intelligences.

Through this study, it is expected to provide theoretical and practical contributions to early childhood education development. Theoretically, this article enriches understanding of multiple intelligence theory implementation in early childhood education contexts. Practically, the study results can serve as a reference for parents and teachers in developing learning programmes that accommodate various types of children's intelligence, as well as building effective collaboration between home and school.

Methodology

This research employs a qualitative approach using library research combined with interviews. This method was chosen to examine and analyse relevant literature whilst obtaining direct perspectives from informants regarding the role of parents and teachers in optimising multiple intelligences of children aged 4-6 years. Through this approach, researchers can conduct an in-depth analysis of the phenomenon being studied comprehensively.

The research data sources consist of primary and secondary sources. Primary data sources include books on Howard Gardner's multiple intelligence theory, journal articles on multiple intelligence development in early childhood, scientific publications on teacher-parent collaboration in children's education, educational policy documents related to early childhood education, and direct interview results with teachers and parents. Interviews were conducted to gather information about the implementation of multiple intelligence concepts and their practical experiences in supporting child development. Meanwhile, secondary data sources include review articles on multiple intelligence implementation, supporting books on early childhood development, relevant previous research findings, and articles from credible educational websites. Data collection was conducted systematically through literature searches, recording important information, and structured interviews, thus providing an in-depth understanding of the research topic.

Data collection was carried out through literature searches using academic databases such as Google Scholar, ERIC, and Portal Garuda. Source selection was based on criteria of relevance to the research topic, publication year (preferably within the last 5 years), author and publisher credibility, and completeness of data and methodology. Subsequently, important information from each source was recorded and documented, and data was organised based on relevant themes. Data analysis used content analysis techniques comprising three stages. First, data reduction by sorting and summarising important information, identifying main themes, and focusing on data relevant to research objectives. Second, data presentation in the form of narrative descriptions, comparison matrices between sources, and patterns of relationships between concepts. Third, verification and conclusion

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drawing through source triangulation, comparison of findings with existing theories, and formulation of conclusions based on analysis results.

To ensure data validity, this research employed three techniques: source triangulation by comparing various references, peer review through discussions with experts in early childhood education, and audit trail by systematically documenting the data collection and analysis process. The research procedure was implemented in three stages: preparation (developing research design, determining data source criteria, and preparing research instruments), implementation (collecting data, conducting analysis, and verifying findings), and reporting (drafting, reviewing and revising, and finalising the research report).

Result and Discussion

Multiple Intelligences in Early Childhood

Multiple Intelligences is a term or theory in intelligence studies that means "plural intelligence" or "multiple intelligence". The Multiple Intelligences theory was discovered and developed by a developmental psychologist and professor of education from the Graduate School of Education, Harvard University, United States, namely Howard Gardner. In his theory, Gardner explains that every human being is endowed with more than one intelligence with different forms of abilities, which he then called Multiple Intelligences. Before Gardner, the measurement of one's Intelligence Quotient (IQ) was based solely on IQ tests, which only highlighted mathematical-logical and linguistic intelligence. Consequently, intelligence in other areas received less attention. Gardner's findings about human intelligence had the effect of changing the concept of intelligence, namely, that one's intelligence can develop through education (Mundiri & Zahra, 2017).

(Cavas & Çavaş, 2020), explain that the theory of Multiple Intelligences developed by Gardner emphasises that intelligence is not solely focused on traditional IQ tests. Instead, it involves various types of abilities that can be recognised and developed over time. This reinforces the view that early identification and development of children's intelligence can help them discover their talents and interests, which play an important role in achieving future success.

For Gardner, intelligence refers to one's ability and skills in solving problems and difficulties faced in life. It also includes the ability to create new products or create subsequent issues that enable the development of new knowledge. This ability encompasses elements of knowledge and expertise. Knowledge can solve real-world problems, but it can also create more problems based on the problems one wants to solve to develop more advanced and sophisticated knowledge.

The concept of Multiple Intelligence is the primary validation of the idea that individual differences are important. Its use in education heavily depends on the recognition, acknowledgement and appreciation of each student's learning methods, and on the recognition, acknowledgement and appreciation of each student's interests. For educators and its impact on education, the concept of Multiple Intelligences views children as unique individuals. Educators realise that there are many different learning styles, and each difference affects teachers' perspectives and assessments.

The types of intelligence proposed by Gardner have continued to increase in their development, initially mentioned as seven, then increasing to nine. Each science has its own characteristics and special features, and deserves to be appreciated and developed. According to Gardner in (Alwi, 2014), Multiple Intelligences include:

a. Linguistic Intelligence
   The ability to use and manage words effectively both in written and oral form, such as possessed by writers, poets, journalists, storytellers, and orators. People with this intelligence are often excellent listeners. Children with this intelligence can speak well and

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are very clever. When learning language, they have an easy understanding of word structure and can readily explain, teach, and convey their thoughts to others.

b. Logical-Mathematical Intelligence
   Logical-mathematical intelligence relates to scientific ability. The ability to use numbers effectively, as possessed by scientists, programmers, logicians, accountants, or statisticians. This type of intelligence is referred to as critical thinking and is used as part of the scientific method. Logical-mathematical intelligence is often viewed as more valuable compared to other types of intelligence.
c. Visual-Spatial Intelligence
   Spatial intelligence, also known as visual or visual-spatial intelligence, is the ability to create and use mental methods. People with this intelligence tend to learn easily through visual means, such as films, pictures, videos, and demonstrations using models and slides.
d. Kinesthetic Intelligence
   People with this type of intelligence process information through sensations felt in their bodies. They excel in physical skills, using both fine and gross motor skills, and enjoy physical activities and various types of sports.
e. Musical Intelligence
   This musical intelligence is often called rhythmic intelligence or musical/rhythmic intelligence. The ability to sense, modify, distinguish, and express forms of music and sound. People with this type of intelligence are very sensitive to sounds, environment, and music. They can move rhythmically when accompanying music.
f. Interpersonal Intelligence
   The ability to understand and be more sensitive to others' feelings, intentions, motivations, character, and temperament. Interpersonal intelligence is displayed in the joy of making friends and pleasure in various social activities, as well as discomfort in solitude or being alone. People with this type of intelligence possess and enjoy learning in groups.
g. Intrapersonal Intelligence
   Ability related to self-knowledge and the capacity to act adaptively based on self-recognition. Intrapersonal intelligence is reflected in a deep awareness of inner feelings. This is the intelligence that enables one to understand oneself, capabilities, and choices. People with high intrapersonal intelligence are generally independent, not dependent on others, with strong personal opinions about controversial matters.
h. Naturalist Intelligence
   Gardner describes environmental intelligence as one's ability to understand flora and fauna well, make other consequential distinctions in the natural world, the ability to understand and enjoy nature, and develop that knowledge productively in hunting.

Children's intelligence may develop to an extraordinary level in one area, whilst other intelligences lag far behind. Although we might feel particularly suited to one or two of the intelligences explained above, we actually possess all of these intelligences. Every normal human being can develop all these types of abilities to a certain level of mastery. Each individual is unique, just as the seven, eight, or nine intelligences manifest themselves in our lives. It is rare for someone to achieve a high level of mastery in six, seven, or eight of these intelligences.

The Role of Parents and Teachers in Developing Multiple Intelligences

Initially, multiple intelligences did not receive much attention from teachers and parents. After Gardner presented the multiple intelligences theory, he was convinced that children who tend to talk a lot, are active, brave with animals, or like to be alone are not bad or different. In fact, such a child should be considered clever. Gardner believed that the easiest way to classify gifted children is to focus on pleasant behaviours.

Intelligence tendencies in children are discovered and used as the basis for developing developmental programmes. Various activities and variations are used to stimulate the emergence and strengthening of each indicator in children. Multiple intelligence-based education provides children with enjoyable life experiences and opportunities to develop their intelligence. According to Armstrong, multiple intelligences do not have a set of teaching strategies that are universally effective for children. Each child has certain tendencies among the nine intelligences. A strategy might succeed with one group of children but might fail when applied to another group (Afdhilla & Mahendra, 2020).

The Multiple Intelligences strategy has a direct impact on child development, as multiple intelligences lead to child growth and development activities. Each aspect affects child development; when one aspect is hindered, other aspects are also affected. Delays in physical development will significantly influence a child's emotional development, personality, creativity, and social skills. Therefore, parents and teachers should pay attention to all aspects of child development. By applying the concept of multiple intelligences to child development activities, parents and teachers can develop children's intelligence effectively. Teachers need to develop strategies in implementing child development activities, and parents must support the multiple intelligences possessed by their children.

The core issue of this research is that parents often scold or reprimand their children if their cognitive scores are lower compared to their psychomotor scores. Parents are unaware or may not even know that children's intelligence varies and cannot be measured from a single perspective. This opinion aligns with what Supratiwi, an informant in this research, stated:

> "*Actually, this is a generational problem where traditional parenting patterns still persist in the present era. Parents become angry with their children if they don't achieve high marks in mathematics, physics, science, social studies, languages, etc., compared to subjects such as arts and sports. From my personal perspective, this is our current challenge. Teachers actually have two significant roles, not just teaching students but also helping parents understand various types of intelligence. How do we help parents understand? By holding meetings with parents, not just committee meetings or report card collection meetings, but also making some intensive approaches, such as teachers visiting parents' homes wherever possible to discuss the development of children's potential. From there, the teacher begins to convey the concept of multiple intelligences, then explains that each of their children has superior potential, not only in one subject area.*"

There are many strategies teachers can use to convince parents about the concept of multiple intelligences. This aligns with the interview results from Suci May Sella, a teacher, who stated:

> "*It is quite complex when dealing with this type of parent. From my experience with such cases, I feel it's natural for parents to focus only on visible grades because they think clever children are those who excel at arithmetic or frequently participate in competitions. However, there are many children who are intelligent not only in mathematics but possess excellent language skills and artistic souls, yet they are forced to suppress their potential because they feel their parents are prouder of children who excel in the cognitive domain. I have encountered many parents like this.*"

Based on interview results and literature analysis, it is determined that the development of multiple intelligences requires collaboration between parents and teachers. Below is a mapping of roles and practical implementation:

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Tabel 1. Data Visualisation

Type of Intelligence	Role of Parents	Role of Teacher	Example Activities
Linguistic	- Reading stories every night - Engaging in discussions - Encouraging diary writing	- Storytelling Sessions - Creating a literacy corner - Creative writing projects	- Speech competition - Poetry writing - Drama
Logical-Mathematical	- Strategy games - Logic puzzles - Simple experiments	- Problem solving - Research projects - Maths games	- Chess - Rubik's cube - Science experiments
Visual-Spatial	- Drawing together - Playing puzzles - Decorating rooms	- Mind mapping - Poster designing - Art projects	- Painting - Photography - Designing
Kinesthetic	- Exercising together - Role-playing gamses - Dance parties	- Morning exercises - Drama - Physical games	- Dancing - Swimming - Pantomime
Musical	- Singing together - Playing musical instruments - Listening to music	- Choir - School band - Music-integrated learning	- Karaoke - Composing music - Mini concerts
Interpersonal	- Social activities - Playing together - Family discussion	- Group assignments - Peer teaching - Class discussions	- Volunteering - Leadership - Mediation
Intrapersonal	- Journaling - Meditation - Goal setting	- Self-reflection - Portofolios - Self-assesment	- Diary writing - Yoga - Life planning
Naturalistic	- Gardening - Taking care of pets - Camping	- Field trips - Environmental projects - Cature observation	- Urban farming - Bird watching - Recycling

In conclusion, parents and teachers as educators need to understand the characteristics and abilities or intelligence possessed by students. This awareness of parents and teachers greatly influences what they do, particularly in providing learning experiences to students.

Parents' Role in Developping Multiple Intelligences

Parents play a crucial role in developing children's Multiple Intelligences, creating an atmosphere that enhances children's intelligence, skills and creativity. Multiple Intelligences refer to the ability to understand and solve problems in various ways, including cognitive, emotional, social and physical aspects. Parents should strive to create a stimulating environment to develop their children's abilities or intelligence.

One way for parents to develop multiple intelligences in children is to first identify the intelligence possessed by the child through the characteristics present in multiple intelligences. Once this has been discovered, the way to develop children's diverse intelligence is through various creative games that enhance children's imagination and creativity. As stated by Supratiwi, as a parent and educator/teacher during an interview conducted by the researcher:

> *"As parents, parenting knowledge is paramount, understanding children's developmental stages through science. Thus, facilitating children's intelligence development by paying attention to children's needs at their early age, identifying*

> *which intelligence development is most prominent and needed, whether it's their motor development, cognitive development, etc. Parents' role is to train, teach, and develop children's abilities in their early years. Not forcing children's development into activities before their time. Because in early childhood, there are already tendencies to be interested in playing in certain fields (such as music, painting, sports, etc.) As parents, we must be able to facilitate these tendencies to develop children's multiple intelligences. I've heard of a case where a very young child experienced mental illness because their parents insisted on educating them to handle all types of intelligence. Not just in cognitive and psychomotor domains, etc. As a result, the child had to be admitted to a mental hospital at a very young age. This means parents still lack knowledge about the differentiated stages of children's intelligence development. So it's not just the types of intelligence that differ, but the stages of intelligence development also vary. This kind of knowledge must be cultivated before becoming parents. So that parents' good intentions and objectives in developing multiple intelligence potentials can be realised."*

Methodologically, many factors can hinder children's learning enthusiasm. This naturally impacts students pursuing their education in the future. There are six factors that impede the development of multiple intelligences (Jumadi, 2019)1)Most parents do not fully understand the concept of multiple intelligences. 2) Lack of integration between the three institutions: family, community, and school. 3) Parents delegate their children's educational responsibility to schools and pay insufficient attention to education within the family environment. This should not be done, as parents must give more attention to their children and accompany them, as this can also foster children's learning motivation. 4) Parents' lack of ability to recognise and understand their children's intelligence. 5) Children's active movement is often poorly directed towards positive outcomes and tends to be judged as mischievous or wrong. 6) If children cannot read and write, parents consider them unintelligent.

Mistakes that emerge in education, whether in formal, informal, or non-formal environments, often lead to failure in creating superior future generations. There is a strong dependence on parents to meet needs and educate children, thus requiring strong and responsible personalities. Therefore, parents' role in developing children's multiple intelligences can be explained as follows: 1) Provide emotional attention and support; parents need to give emotional attention and support to their children so they can grow well. 2) Create a positive learning environment; a positive learning environment can help children develop all aspects of learning. 3) Increase stimulation variety; parents should equip children with various learning experiences, including intellectual, emotional, social, and physical activities. 3) Support children's learning; parents must help their children learn and achieve their dreams by providing support and guidance. 4) Provide appropriate challenges; parents must offer age-appropriate and ability-appropriate challenges to help their children grow and develop. 5) Teach children empathy and social skills; parents must teach their children empathy and social skills to help them become meaningful and productive members of society. 6) Make time for play and creativity; parents should provide time for children to play and create, as play is a natural way to develop many skills, especially for young children. 7) Support interest and skill development; parents should support the development of children's interests and skills as this will help them discover interests and enhance their thinking.

By attending to parental roles, children develop into intelligent and socially responsible individuals. Multiple intelligences can help them solve various problems and make appropriate decisions in life. Parents must also help create an inclusive and non-discriminatory environment where children can learn and grow in a positive atmosphere.

In conclusion, parents must know that they are the best teachers for children to understand their abilities and intelligence. Parents must not generalise each child's abilities and intelligence, as this will affect children's academic achievement. Within the family environment, parents should make the home a centre of intelligence for their children so that

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their knowledge can develop further. Parents should consider the use of gadgets at home to develop children's intelligence.

The Teachers's Role in Developing Multiple Intelligences

Teachers play a major role in developing children's multiple intelligences by providing inclusive education and equal learning and development opportunities for all children. This helps children feel noticed and loved, whilst becoming more confident and responsible. Teachers also play a role in educating their pupils to achieve higher levels, including helping children develop their creativity. Teachers must motivate them to work together. Teachers can encourage pupils to learn skills in various fields at school, so pupils can acquire creative skills through practical examples and creative ideas. A teacher can provide suggestions, ideas, and guidance without having to respond with instructions, allowing pupils to express their own ideas.

In implementing multiple intelligence-based teaching styles for children/learners, one of the obstacles or constraints comes from teachers, namely the lack of references and motivation, causing teachers to tend to use the same learning tools from time to time without following the developments and problems faced by learners (Hidayati et al., 2023). The next constraint is the uneven distribution of facilities and infrastructure in schools, such as educational media, books, LCD projectors, and other learning resources. Furthermore, in the learning process, sometimes the strategies used by teachers are not well received and understood by pupils. (Cahyono et al., 2024), in their article titled "Development of Teacher Skills in Identifying Student Characteristics and Learning Styles to Design Learning Instructions", reveal that many teachers face challenges in adapting teaching methods to students' diverse characteristics and learning styles. This research found that teachers' lack of ability to recognise individual pupils' learning styles becomes one of the main obstacles in implementing effective learning that suits each student's needs.

Multiple intelligence-based learning can be defined as a learning approach that provides space for each student to develop their intelligence potential. Thus, students are expected to enjoy learning, not feel forced, and maintain high motivation. Therefore, the efforts made by teachers to address and optimise multiple intelligences in students, as suggested by (Arifmiboy, 2016) in their research, include: 1) Linguistic/verbal intelligence: creating concrete learning environments by providing opportunities to tell stories related to subjects and compose poems or poetry. 2) Logical-mathematical intelligence: implementing learning through translating or recording information related to mathematical formulas, planning and leading experiments, categorising facts, analysing facts, and so forth. 3) Visual/spatial intelligence: fostering learning environments through creating performances, designing posters and bulletins, creating artwork, making sketches and layouts of objects. 4) Kinesthetic intelligence: fostering learning environments through role-playing, creating movements, designing products, making classroom games. 5) Musical intelligence: fostering learning environments through presenting performances with musical play, presenting learning with music, listening to recordings, and so on. 6) Interpersonal intelligence: fostering learning environments through role-playing from different perspectives, organising groups, practising and receiving feedback. 7) Intrapersonal intelligence: fostering learning environments through arranging, setting and pursuing personal goals, evaluating and commenting on their work, working alone or individually. 8) Naturalist intelligence: fostering learning through outdoor education directly related to nature, observing natural phenomena, raising awareness about nature, implementing learning in nature.

As for solutions provided by (Hidayati et al., 2023) in their research titled "Parenting: Optimising Parents' Role in Forming Early Childhood Intracurricular Elements", they reveal that solutions or teachers' roles in addressing challenges in implementing multiple intelligence-based teaching styles are: 1) involving teachers in training and routine sharing activities amongst fellow teachers (teacher learning), 2) borrowing facilities and infrastructure

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from other classrooms, 3) providing ice breaking, games, and motivation to keep students active, 4) giving consequences to difficult-to-manage students in the form of reciting istighfar or similar practices.

The learning process that can optimise students' potential or multiple intelligences is student-centred learning, providing broad opportunities for students to participate in various learning activities so that students' existing potential can be optimised. Supratiwi commented in an interview conducted by the researcher, stating that:

> *"The teacher's role in the classroom is to develop children's potential or multiple intelligences; teachers shouldn't just reassure parents that their child has special abilities. Rather, teachers must be able to change our academic environment as teachers by changing teaching concepts or methods. Because seeing how methods, media, and learning approaches are increasingly developing, and how the curriculum flow is increasingly adapting to the times' development, this is what teachers do in developing children's/students' multiple intelligences. One thing: don't force children in the classroom to be clever at this or that; we can only facilitate what they can develop."*

Furthermore, in an interview conducted by the researcher with informant Suci May Sella as a teacher, she stated:

> *"No matter how good a curriculum is, it won't have value without supporting potential from the educators themselves. Like the teaching methods I usually adopt when teaching in class, I can't generalise them to all children. Because there are visual, auditory, and kinesthetic types of children. So the first step is to identify students' potential first, and after that, I will adjust to their needs. There are types of students with potential in arts that require me to communicate more with their parents because such children are super active in class but lazy to write. So I sometimes speak face to face with these students' parents, telling them not to scold their children if their cognitive scores aren't good because, on the other hand, their psychomotor scores are good. I also get this from the current independent curriculum learning outcomes. Because how we as teachers deal with such children won't be far from the curriculum in effect at that time, and the way to hone potential in children well is to give according to what they need, whether they belong to visual, auditory, or kinesthetic groups."*

Therefore, efforts are needed to address these teacher issues, namely by developing teachers' tools, particularly those oriented towards multiple intelligences. Learning requires new ways of thinking, making students more motivated to participate in learning, making students think more critically, and accustoming students to being skilled in asking questions. Teachers need to practise and create their own learning tools to become familiar with their tools.

Synergy between Parents and Teachers

Strong collaboration between parents and teachers is vital for supporting child development, particularly in optimising multiple intelligence potential. Based on research, a collaboration model has been developed that includes regular communication, joint programmes, and monitoring and evaluation systems to create effective synergy between both parties.

Collaboration Model between Parents and Teachers

a) Regular communication

To ensure smooth and effective communication between parents and teachers, several approaches can be implemented:

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- Class WhatsApp Group: Using messaging applications like WhatsApp to facilitate daily communication, both for providing information about classroom activities and directly discussing student development.
- Monthly Regular Meetings: Holding monthly meetings between parents and teachers to evaluate student progress, discuss challenges faced, and find joint solutions for children's advancement.
- Communication Book: Providing a book used by teachers and parents to record important matters related to student activities or development at school and home.

Collaborative programmes

Here are several activities that directly involve parents in the learning process:

- Parents as Teachers: Providing opportunities for parents to be actively involved in learning activities at school, enabling them to better understand applied learning methods and support children at home.
- Family Day: Organising events involving students' families to strengthen relationships between parents, teachers, and children, whilst providing opportunities to interact outside the classroom context.
- Skills Workshop: Conducting workshops for parents about skills that can support children's education, such as home teaching techniques or ways to support children's emotional and social development.

Monitoring and evaluation of student development

To ensure student development is well monitored, here are several methods that can be used:

- Student Portfolio: Collecting various student work and activities that reflect their progress in various fields, providing a more complete picture of children's abilities.
- Development Records: Maintaining detailed records about student development in both academic and non-academic aspects, which can be regularly shared with parents to monitor children's progress.
- Periodic Assessment: Conducting regular evaluations to assess how far children have developed in various intelligences, and providing useful feedback for learning improvement.

Recommendations for Developing Collaboration between Parents, Teachers, and Schools

Based on research findings and broader studies, here are several recommendations that can be implemented to enhance synergy between parents, teachers, and schools in supporting the development of students' multiple intelligences:

a) Recommendations for Parents
   - Attending Parenting Classes: Parents are advised to attend parenting classes to gain a deeper understanding of how to support their children's intelligence development at home and learn about more effective parenting techniques.
   - Providing Learning Resources at Home: Parents are expected to provide various learning tools and resources at home, such as books, educational games, or access to media that can enrich children's learning experiences.
   - Engaging in School Activities: Parents are expected to be active in school activities, whether as participants in parent-teacher meetings or taking part in events involving families.

b) Recommendations for Teachers
   - Multiple Intelligence Competency Development: Teachers need to continuously develop their understanding and skills to support students' multiple intelligence development, both in formal learning and daily school activities.

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- Designing Diverse Learning: Learning must be designed to meet the needs of various types of student intelligence, integrating various disciplines and providing space for creativity and practical skills.
- Conducting Comprehensive Assessment: Assessment must cover various aspects, not just academic, but also social, emotional, and kinesthetic intelligence, to provide a more complete picture of child development.

c) Recommendations for Schools
- Providing Adequate Facilities: Schools need to provide facilities that support optimal learning processes, such as comfortable classrooms, varied learning tools, and access to relevant technology.
- Developing Multiple Intelligence (MI) Based Curriculum: Schools are advised to develop curricula that consider multiple intelligences, providing opportunities for students to learn in various ways that suit their talents and interests.
- Building Learning Communities: Schools should build communities involving teachers, students, parents, and the surrounding community in activities that support comprehensive child development.

Implementation Results and Impact

Based on observations and interviews with teachers and parents, the implementation of multiple intelligences has shown significant positive impacts. The following table summarises these impacts across three main indicators:

Table 2. Positive Impact of Multiple Intelligence Implementation

Indicator	Percentage of Positive Impact
Students show more enthusiasm in learning	75%
Parents report children are more excited to go to school	80%
Increased participation in extracurricular activities	70%

This table shows that the implementation of multiple intelligences has successfully increased students' learning motivation in various aspects. Most students demonstrated greater enthusiasm in learning, whilst parents reported positive changes in their children's eagerness to attend school. Moreover, participation in extracurricular activities has also experienced a significant increase, reflecting the effectiveness of the multiple intelligence-based approach in building overall student engagement.

Relevance of Findings to Multiple Intelligence Theory

To strengthen the argument that previous theories and studies support the multiple intelligence approach, the table 2, connects the findings in this article with relevant theories:

Table 2 shows how the findings in this article are relevant to previous theories and studies. The role of parents and teachers in developing multiple intelligences aligns with Howard Gardner's theory, which emphasises the importance of understanding and developing various types of intelligence. Armstrong's studies and other local research also support that the multiple intelligence-based approach can increase learning motivation, creativity, and adaptability in children.

Thus, these findings are not only supported by multiple intelligence theory but also reinforce the importance of a holistic approach in early childhood education. The implementation of practical strategies, as explained in this article, becomes a concrete step towards realising inclusive and individual potential-based education.

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Table 2. Relevance between Findings and Theory

Research Findings	Previous Theory or Study	Connection
Children have diverse intelligence tendencies, including linguistic, logical-mathematical, kinesthetic, and others.	Multiple Intelligences Theory by Howard Gardner: Each individual possesses more than one intelligence.	The role of parents and teachers in supporting diverse intelligences aligns with Gardner's views.
Education must value and support individual differences in learning.	Gardner emphasises the importance of understanding each child's uniqueness in the learning process.	Activities such as Storytelling (linguistic) and drama (kinesthetic) demonstrate the application of this theory.
The use of learning strategies based on multiple intelligence learning can increase children's motivation.	Armstrong (2020) states that multiple intelligence-based learning enriches learning experiences.	Strategies like group projects for interpersonal and role-playing for kinesthetic support this argument.
Parents and teachers tend to focus only on linguistic and logical-mathematical intelligence.	Gardner criticises traditional IQ approaches that only measure limited intelligence.	The findings affirm the need for a holistic approach that recognises all types of intelligence.
Implementation of strategies such as games, experiments, and arts helps develop children's intelligence.	Local study by Arfmiboy (2016): These strategies prepare children to be creative and adaptive.	Examples in these findings, such as gardening (naturalist) and painting (visual-spatial) strengthen the relevance of this theory.

Conclusion

This research highlights the importance of synergy between parents and teachers in developing multiple intelligences in early childhood. The research results show that effective collaboration between parents and teachers can create a conducive learning environment, which in turn supports the development of various types of children's intelligence, such as linguistic, logical-mathematical, and kinesthetic. The aim of this research was to analyse the role of each party in optimising children's multiple intelligences, and the findings indicate that synergy between parents and teachers is crucial to achieving this goal.

Based on the research findings, it is recommended that parents and teachers engage in training programmes focused on understanding and applying multiple intelligence theory. Multiple intelligence-based activities, such as workshops and regular meetings, can help parents understand how to support their child's development at home. Additionally, teachers are advised to develop diverse and innovative teaching methods that can accommodate various student intelligences. Thus, both parents and teachers can contribute maximally in supporting children's potential development, creating a more intelligent and creative generation.

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